

# **Performance-Based Compensation Program Application**



**Date: June 26, 2008**

**District: Garfield County School District**

**Contact Person: Janice B. Hatch**

**Position: Curriculum/Professional  
Development Director**

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**Phone: 435.676.1309**



## **Garfield County School District Performance-Based Compensation Program**

### **Development Committee Members:**

- Superintendent George Park
- Justin Baugh Business Manager
- Janice B. Hatch Curriculum/Professional Development
- LyNese Miller Cactus/SIS/Data Specialist
- Marilyn Twitchell Classified
- Annie Eldridge Classified
- KayeLynn Nielson UEA/GEA President

### **Model Narrative:**

Garfield County School District has been working on creating a culture of learning in each of our nine schools for the past six years. We have created a Bottom-up/Top-Down framework. Bottom-up refers to the regular input from educators with representation from all grade levels and content areas. The cornerstone of our implementation model is the development of school/grade/content level cadres. Cadres meet regularly to review data and the reality of what is really happening in our schools. Cadres are given the responsibility of asking and coming to consensus on some tough questions:

- What does the data tell us about the current reality of student achievement in our school?
- Have we identified the specific changes we want to make in our school?
- Do we share the vision?
- Are we committed to do the work necessary to make the changes we want to take place?

Our bottom-up model is based on weekly collaboration that takes place in each of our elementary and secondary schools. The weekly collaboration meetings are focused on student achievement. Real time data is reviewed, individual student progress is evaluated and decisions are made as to the next step to help the students make progress. Cadres will also work together to identify concerns and design interventions.

Vertical and horizontal alignment is another example of bottom-up collaborative efforts to help all students learn through continued review of curriculum, effective elements of instruction, classroom management strategies and lesson design.

Top-down vision provides our schools with time and funding so all teachers have the opportunity to contribute in ongoing collaboration. Data conferences provide all teachers and schools with time to review individual student data and the time to set goals based on the data. All staff members are included in this collaborative data training. The inclusion of all staff helps our schools truly become communities of learning and increases the awareness of the reality of student achievement.

Top-down vision also means that the district funds collaboration, vertical and horizontal team meetings, data trainings, technology trainings, professional development and implementation at the school level. When all members of a professional learning community are focused on the same goals, isolated goals are replaced with targeted direction that has the force to change the culture of an entire district.

Leadership at the school level is the key to student achievement, research continues to support our belief that improved classroom instruction is the most influential and consistent factor one should consider if you want to see student achievement gains. Robert Marzano has helped us address the issue of “discrepancy between the intended curriculum and the implemented curriculum.” (2003,p.23) This brings us to a major player if we want student learning to take place in each of our classrooms, the school administrator. Each school has its own unique culture, there is an attitude in a school and much of the expectations and fostering of the school culture is a direct reflection of the administrator. (Colton & Sparks-Langer, 1993) give us good insight into the requirements for an environment that fosters efficacy. Additionally the work of (Osterman & Kottkamp, 1993, p. 185), helps us better understand that through communication and collaboration, individuals become “more effective and assume greater responsibility for their own performance and engage more closely and more productively with others in the workplace.” Administrator must be prepared to be the motivator and provide continued leadership if a school is to work in collaboration focusing on specific goals that are developed using data and are focused on student learning.

Our plan is based on “distributed leadership. Volumes have been written about the importance of leadership, our plan is based on the essential traits for leaders from the work of (Marzano, 2000; Marzano, Pickering, & Pollock, 2001; Reeves, 2004). Garfield County School District holds to the belief that employees are motivated most by work that is meaningful and gives each of them a sense of accomplishment and the realization that their efforts make a difference. This is the foundation of our Performance-Based Compensation Plan. Our plan will focus on individual goals that are aligned with school and district goals and vision. Our employees will focus their efforts on goals that are aligned with student learning; our administrators will interview, monitor and provide continued support and training necessary for our employees to make their goals attainable.

Distributed leadership is a powerful tool, when combined with targeted, ongoing collaboration. We believe our Performance-Based Compensation Program will be synergistic and our accomplishments will be reflected in increased student gains.

**Employee Eligibility:**

**Full Time Employees:**

All full time employees will qualify to apply for the Performance-Based Compensation Program. Full time employees are: any employee of Garfield County School District working 28 hours or more per week.

**Part Time Employees:**

All part time employees will qualify to apply for the Performance-Based Compensation Program. Part time employee's compensation will be pro-rated at half the compensation of full time employees.

Part time employees are: any employee of Garfield County School District working less than 28 hours per week.

**Non-qualifying Part Time Employees:**

Non-qualifying part time employees include: short-term substitutes, volunteers or stipend paid employees i.e. part-time coaches.

**Criteria for Compensation:**

Garfield County School District has based our Performance-Based Compensation Program on our ongoing implementation and continued work on Learning Communities focusing on a highly effective collaborative school culture.

Our administrators will continue to create team structures that ensure every staff member is a contributing member of the school team. Administrators will work with their staff to ensure that the focus and goals they set align with our district focus "Are our students learning?"

Interviews will take place with each employee; the conversation will be centered on the school vision and student learning. The staff will focus on school wide improvement goals. Each staff member will set (one) goal that aligns with the school wide improvement goal. The staff member will write their goal on the interview report and may list steps they will take to achieve the goal. The administrator will help the employees focus on results and specific goals that will help the school move closer to their school goals.

Through the interview process the administrator will help the employee set goals that are :

- Linked to school vision
- Translated into measurable performance standards
- Self monitored
- Focused on self

At the end of the school year, each administrator will do a follow-up interview with each employee. The employee will reflect on their goal and give the administrator examples of how they worked to achieve their identified goal and the success of their implementation. The employee may present lines of evidence that support the level of performance and their successful implementation. The administrator will evaluate the performance based on the goal and steps set in the fall and the year-end interview. The administrator may also choose to do a mid-year review with their staff to make sure progress is being made.

If the employee, through the interview process, demonstrates that they have met their goal and the administrator concurs, the documentation will be submitted to the district office and the employee will be awarded the Performance-Based Compensation. The administrators will identify the employee as full time or part time on the interview report.

**Performance Evaluation Instrument:**

The performance evaluation instrument will consist of the following:

- Fall Interview Report
- Year-End Interview Report
- Performance-Based Compensation Voucher

The first interview will take place at the beginning of the school year. Each administrator will meet with every employee in their school and set a goal aligned with the school goals and district vision.

Employees will be given a copy of their Performance Evaluation Report, so they can record documentation throughout the school year. Employees may collect artifacts to show their progress and steps moving them closer to their goal, this will be shared with their administrator during their year-end performance evaluation.

In May each administrator will again meet with each employee and interview the employee about the progress they made and the steps taken to successfully implement their identified goal. The employee will reflect on their performance, and may provide the administrator with lines of evidence and artifacts supporting their implementation and level of performance. This information will be recorded on the Year-End Interview Report.

**Performance-Based Compensation Amount:**

**Full Time:**

Qualifying full time employees that meet the criteria for compensation requirements will be compensated in the amount of \$200.00 to be included in the 2009 May payroll.

**Part Time:**

Qualifying part time employees that meet the criteria for compensation requirements will be compensated in the amount of \$100.00 to be included in the 2009 May payroll.

**Performance Assessment: Individual**

Eligible employees will be evaluated on their individual performance. Goals will be aligned with school/district goals and vision.



## **Budget**

**Applicant:** Garfield County School District

**Project Name:** (SB281) One-Time Performance-Based Compensation Plan

Stature, (53A-17a-148(5) directs funds to be distributed on a per pupil basis from October 1 enrollment report. Garfield County School District projects an October 1 enrollment of (933) students. Funding projections of \$36.33 per pupil provides an allocation of: \$33,895.89

## **Assurances:**

*The applicant assures compliance with the following requirements:*

- (a) Garfield County School District Board of Education has reviewed the One-Time Performance-Based Compensation Plan.*
- (b) The One-Time Performance-Based Compensation Plan was approved for application and recorded in board minutes on June 26, 2008.*

\_\_\_\_\_  
Dr. Bill Weppner  
Garfield School District Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent George Park

\_\_\_\_\_  
Date

Person Submitting Application:

\_\_\_\_\_  
Janice B. Hatch  
Curriculum/Professional Development Director

\_\_\_\_\_  
Date

Email Address: [Janice.hatch@m.garfield.k12.ut.us](mailto:Janice.hatch@m.garfield.k12.ut.us)

Phone: 435.676.1309

Address:

Garfield County School District

P.O. Box 398

Panguitch, Utah 84759



*To Empower and Motivate Lifelong Learners*  
*Performance-Based Compensation*  
*Fall Interview Report*

**School:** \_\_\_\_\_

**Date of Goal Setting Interview:** \_\_\_\_\_

**Name of Employee:** \_\_\_\_\_

**Current Assignment of Employee:** \_\_\_\_\_

**Employee Eligibility:**

☐ Full Time

☐ Part Time

***\* The identified Goal should align with school/district goals and be linked to student achievement.***

**Employee Goal:**

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**Steps to accomplish goal, if applicable:**

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**Administrator Signature:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_





*To Empower and Motivate Lifelong Learners*  
*Performance-Based Compensation*  
*Year-End Interview Report*

**School:** \_\_\_\_\_

**Date of Year-End Interview:** \_\_\_\_\_

**Name of Employee:** \_\_\_\_\_

**Employee Goal:**

\_\_\_\_\_

**Administrative documentation that the goal set by the employee has been met:**

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***\*Please provide documentation and list the artifacts presented by the employee. Artifacts should be returned to the employee for their records.***

**Please send the following to the Professional Development Director by May 15, 2009:**

- **Fall Performance-Based Compensation Interview Report**
- **Year-End Performance-Based Compensation Interview Report**
- **Performance-Based Compensation Voucher**



*To Empower and Motivate Lifelong Learners*  
*Performance-Based Compensation*  
*Voucher 2009*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Employee Eligibility/Compensation**

*\*This amount for compensation is based on current projections of state funding.  
Number of district applications or changes in state funding may change the  
amount of employee compensation.*

☐ **Full Time @ \$200.00**

☐ **Part-Time @ \$100.00**

**Signature of Administrator:** \_\_\_\_\_

I verify the above claim is a legal claim and that no part of it has been paid to me previously.

**Signature of claimant:** \_\_\_\_\_

As director of Garfield County School District Professional Development,  
I approve and submit this claim voucher for payment.

\_\_\_\_\_  
Janice B. Hatch  
Professional Development Director  
Garfield County School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent George Park  
Garfield County School District

\_\_\_\_\_  
Date

